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# **The Nature and Place of Teachers' Professional Organizations in California Education**

VIERLING KERSEY, *State Superintendent of Public Instruction*

The character of the interests and activities engaging an individual of necessity determine the nature of his participation in organized group activities. Similarly, the nature of the activities in which the membership of an organized group will participate will depend to a large extent upon the diversity or similarity of interests and activities characteristic of the individual membership of the organization. Individuals serving in a professional field would normally be imbued with a certain amount of idealism since their professional activities would be directed toward some particular phase of public service. A professional organization must therefore be motivated by altruistic objectives looking toward the promotion of the public welfare along the lines of the specialized interest common to its membership.

Teachers' professional organizations vary widely in terms of the specialized interests of their membership and hence in terms of the specific objectives either consciously or unconsciously adopted by the organizations. At the same time all teachers' professional organizations should and probably do have the same common written or unwritten objective, the promotion of the best interests of the children through public education. Whether the particular organization chances to be a state teachers' association, or a state educational association, membership in which is open to all who are engaged in the teaching profession, or whether it is a localized organization of teachers in a specialized field, it should be expected that each will devote a considerable, if not the major, portion of its organized effort to the achievement of this common major objective, even though other objectives of the organizations may vary as widely as do the specialized interests of the several groups of members. California has been especially fortunate in the variety, purposes, and activities of its many teachers' organizations and associations. A profession finds most of the responsibility for improving the services it renders, in its own hands. We can not speak too kindly nor with more truthful compliment of any group interested in education than I can of our state and local teachers' organizations in this respect. Time, effort, money, and interest have been contributed by individuals and organized groups in our state. To the future we look with hope only as we are able to expect of professional bodies

that they will carry on constructive, coordinated activities for the benefit of all educational services of California public schools.

It has been noted that while state educational associations, including those which are organized under the name of a state teachers' association, are uniformly dedicated primarily to the promotion of the best interests of the children through public education, local teachers' associations are primarily concerned with the promotion of the professional and social interests of their membership in terms of localized interests and problems. The local associations also are definitely concerned with the problem of improving the welfare of the schools and generally engage in activities for the purpose of advancing the interests of the schools or of the specialized phase of public education in which the membership is interested. Similarly, national and regional organizations of teachers engaged in the specialized fields are found to be primarily concerned with the promotion of the professional interests of their membership and secondarily with the advancement of the cause of the particular phase of public education in which the membership is engaged.

It is our belief that professional organizations of teachers in this state might well adopt a definite set of objectives to govern the activities of the organizations and to concentrate the organized efforts of their membership for the purpose of realizing these stated objectives. The following are some objectives which it is suggested should characterize each of the professional organizations of teachers in this state.

### **Improvement of the Welfare of Children**

Inasmuch as our profession is dedicated to the improvement of the welfare of children through public education it is suggested that the promotion of this particular aim should be the primary objective of each professional teachers' organization. The activities of each of the organizations should be so planned as to engage the entire membership in an organized effort to accomplish definite and specific results either through improved legislation affecting all of the children of the state or through improvement of local policies and practices affecting the children of the particular area of representation in the organization. Since teachers are primarily concerned with the supervision, direction, and improvement of the learning activities of children, it might well be suggested that in so far as their activities are directed toward the improvement of local conditions such activities should seek to achieve the development of improved techniques of classroom instruction, and the modification of classroom procedures in terms of modern trends in social, economic, and political life and in terms also of current tendencies toward modification of administrative practice.

The utilization of known results of research, the application of these results through classroom experimentation, and the publication of information concerning such experimentation should be considered by teachers' professional organizations as means whereby they might achieve this primary objective through organized activity.

The State Department of Education is especially hopeful that, in the immediate future, as the new school year opens, the various individuals and services of the department may receive call and assignment from state and local organizations within the profession. A united and uniformly understood plan for legislation, for professional improvement, and for improved school service to children, should bind us unitedly as we meet problems of the future.

### **Cooperation With the Public**

A major objective of any professional organization should be that of developing harmonious relationships between the profession served by the membership of the organization and the public which that membership is endeavoring to serve. It should be a major objective of each professional organization of teachers to develop a definite and continuing program of cooperation with the public in order that a more sympathetic understanding may be created between the public and those serving in the public schools and in order also that the contribution which the public is capable of making to the welfare of the schools may be capitalized. Cooperation with the various civic and social groups in the area served by the organization, both in the achievement of the purposes and objectives of these organizations, as well as for the purpose of eliciting their support for the program of the teachers' professional organization should be the endeavor of each teachers' organization. Participation by the teachers' organization and its membership in the promotion of a general public interest in civic affairs both within and outside the public schools should be just as definite a concern of a teachers' organization as the development of a publicity program intended to secure the cooperation of the public in the program of public education.

The prosecution of a program of cooperation with the public is highly essential to any professional organization of teachers. It is necessary, first, in order to facilitate the achievement of the major objective of the organization and of the individual members thereof; namely, the improvement of the welfare of the children through public education. It is no less necessary for the purpose of promoting the professional welfare of the membership of the organization.

### **Improvement of the Profession**

Whether the membership of a teachers' organization comprises individuals brought together because of similarity of highly specialized professional interest or whether it includes individuals with a wide variance of professional interest and engaged in divergent fields of professional activity, that membership should be definitely concerned with the improvement of the status of the teaching profession. The status of education as a profession may still be a moot question but there can be no disagreement as to the desirability of raising public education to the full status of a profession or as to the concern which each member of the profession should feel relative to the maintenance of high professional standards in public education. The improvement of our profession should be one of the most important objectives of each professional organization of teachers. The means to be adopted by any particular organization for the purpose of realizing this objective will vary according to the character of the membership and the nature of the organization itself. Each organization, however, should engage in some program of activity for the achievement of the following specific purposes:

1. Improvement of methods of selection of those entering the profession.
2. Improvement of methods of evaluating the work, character, and contribution of those engaged in the profession.
3. Improvement of methods of elimination from the profession of the obviously unfit.
4. Improvement in the program of training, both preparatory and in service, for the profession.
5. Improvement of the social and economic status of the membership of the profession.

The State Department of Education, the State Board of Education, and the Superintendent of Public Instruction must depend upon the cooperation of organized educational groups as their advisers in matters which have to do with the policies of the Board, the Department, and the Superintendent in the administration of functions and services at their command in relation to the profession. Harmony, understanding, and cooperative effort are essential at all times. For the Department, the Board, and the Superintendent, we bespeak a solicitous spirit.

### **Education of the Membership**

Public education is a professional field which requires those engaged therein to possess the broadest possible background of *general education*,



professional training, social understanding, and ability to think in an integrated way. No opportunity should be lost by teachers, therefore, to improve their professional merit by the acquisition of a broader professional and social point of view. Teachers' professional organizations in California may well continue to afford excellent opportunity to their membership for the acquisition of this broader point of view by fostering programs of activity for this purpose. The direction of the attention of the membership to problems of broader significance than those of the specialized field of teaching interest, the imparting to the membership of an understanding of state and national aspects of problems which engage them locally, and attempts to coordinate the interests and activities of the membership in the development of programs of broad significance rather than specialized character will do a great deal to accomplish this purpose in view of the demands we may expect the future to make of us. This may seem a less specific and therefore less important objective than others which have been cited. It is, nevertheless, fully as significant as any of the others. Broadly conceived and carefully planned programs for the realization of this objective carried on over a period of time would without doubt contribute a great deal toward the realization of each of the other major objectives of the teachers' organization.

### **The Place of the Teachers' Organization**

While it is true that most organizations have as their purpose for existence the promotion of the material welfare of those comprising or maintaining the organization, and while it is also true that most professional organizations seem to have been concerned more with the promotion of the professional welfare of their members than with the promotion of the general welfare, it is probably true that this statement does not apply to the professional organizations in education in California with the same force that it does to organizations in other professional fields. The very nature of the educational profession imposes upon its membership a common idealism and altruism even if it does not in all cases operate to select for admission to the profession individuals thus characterized. Professional organizations of teachers are in position to render invaluable service to the cause of public education which is the improvement of the welfare of children through public education. This service would be great even if none of the specific objectives cited above were fully realized by any organization, if by the cooperative endeavor to improve the welfare of the children through varied programs of activity the membership in the organizations themselves receive stimulus for personal and professional growth and development which will make them better able and more zealous to serve the cause of the profession which they espouse.

**Appreciation**

While this statement appears to indicate the tasks that we may anticipate in the near future, together there is implied in the expectancy suggested a feeling of reliance which we place upon these organizations. Our anxiety to continue reliance upon teachers' organizations is based upon realization of their contributions in the past, especially during recent difficult periods. A sincere note of thanks and compliment together with appreciation is extended to organizations in our profession and to individual members. We shall need each other even more in the future than in the past.



## The Social Studies Curriculum and Educational Interpretation

HELEN HEFFERNAN, *Chief, Division of Elementary Education and Rural Schools*

It is generally accepted that the basic purpose of the social studies curriculum is the development of an understanding of the organization and growth of human society and of man's responsibility as a member of social groups. More specifically the social studies program aims "to develop an understanding of existing institutions through a study of social relationships" and "to establish right civic attitudes and ideals which will enable them (the pupils) to solve the problems of democracy."<sup>1</sup>

Education is the most important activity of the social group conducted for its own welfare. The institution of the public school touches more intimately and more continuously the lives of a greater number of citizens than any other institution of a democratic government. The study of the public school as an institution of democratic society merits an important place in the social studies curriculum on all educational levels. The "problems of democracy" are going to be solved by more education not less education. It is important that pupils now in the schools be thoroughly educated about education.

Dr. Moehlman says: "The demands upon the individual's time are so great that on the average 'only four per cent' of his time can be devoted to keeping himself informed."<sup>2</sup> With the complexity of modern living, with scores of interesting developments in social, political, and economic life claiming attention, it is unlikely that the average citizen will have time or opportunity to secure a complete understanding of the highly complicated technical organization of the modern school.

A proper and adequate study of public education as a part of the social studies program will provide a public ten or twenty years hence more capable of understanding the needs of the school and its importance as an institution of social progress.

At no time will the interest of young people in schools be greater than during their own school days. It will be of inestimable value to take young people into our confidence about education. They should know the purposes of education. They should know something of

<sup>1</sup> *Suggested Course of Study in the Social Studies for Elementary Schools*. State of California Department of Education Bulletin No. 13, October 1, 1933. Sacramento: State Department of Education, p. 2 (revised).

<sup>2</sup> Arthur B. Moehlman. *Public School Relations*. Chicago: Rand McNally & Company, 1927, p. 13.

the historical development of education. They should know that education means equality of opportunity in a democratic society. They should know what an adequate school plant should be and should survey their own to determine how well it measures up in terms of site, building, heating, lighting, ventilation, sanitation, playground facilities, et cetera. They should know the sources of school support and cost of education. These are learnings that recommend themselves because of their vitality and reality.

The dividends on such units of work will be only partially deferred. Because of the very vitality of a study of a real institution, the facts and figures of the social studies unit on public education will constitute the live topics for conversation at many a dinner table in the community.

The teacher of social studies will find public education an integrating center whose ramifications extend into the most significant social relationships. Educate young people about education. Our public school system will stir a genuine patriotism in them. Billions of dollars have been spent in our national history in school buildings, equipment, and salaries. Thousands of courageous men and women have devoted their lives to our national progress through their work in the field of education. The names of Horace Mann, Henry Barnard, John Swett should become names for the youth of our day to conjure by. Names of great contemporary educators deserve recognition in our studies of contemporary life.

Future adult citizens will become more thoroughly convinced of the worthiness of public school service if the institution of public education comes to receive dignified and proper recognition in the school curriculum. The Committee on Public Relations recently appointed by the Superintendent of Public Instruction recommends the development of suitable units of work on "Public Education in the United States" as a part of the social studies program in the upper grades of the elementary school, in junior and senior high schools and junior colleges.

## DEPARTMENTAL COMMUNICATIONS

### Office of the Superintendent of Public Instruction

VIERLING KERSEY, Superintendent

#### RESIGNATION OF L. B. TRAVERS

L. B. Travers has resigned his position as Chief of the Division of Adult and Continuation Education to become Assistant Superintendent of Schools in charge of personnel in the Los Angeles Public Schools, effective June 15, 1934.

Mr. Travers joined the staff of the State Department of Education in July, 1931, as Chief of the Division of Adult and Continuation Education after having served as Director of Adult and Continuation Education in the Oakland Public Schools for several years.

During his period of service in the State Department of Education, Mr. Travers has been largely responsible for the rapid progress in the development of educational opportunities better adapted to serve the wide variety of needs of the adult population in California public schools.

The qualities of leadership which Mr. Travers brings to his new position will make his services extremely valuable to the Los Angeles Public Schools.

#### GEORGE C. MANN APPOINTED CHIEF OF DIVISION OF ADULT AND CONTINUATION EDUCATION

George C. Mann, who has been granted leave of absence by the Berkeley board of education to become State Director of Adult and Continuation Education, is a graduate of the University of North Carolina, holds a master's degree from the University of Colorado, and has done graduate work in education at the University of California. During the war he was a commissioned officer in the army engineers, and following the war service he was appointed Chief of the Extension Division of the University of Colorado. He held this post until 1923 when he was appointed State Supervisor of Trade and Industrial Education for Arizona, which position he held until going to Berkeley in the fall of 1925.

In his position as Director of Vocational Education in the Berkeley school system, he has had supervision of the Smith-Hughes vocational classes at Berkeley High School and of the industrial arts program in the elementary and junior high schools. He organized trade extension

vocational classes in connection with the Continuation School and the Berkeley Evening High School and established the cooperative part-time classes at Berkeley High School. In connection with his position as Director of Vocational Education he served as principal of the Continuation High School from 1925 to 1929 and established the Evening Trade School which is affiliated with the Berkeley Evening High School. He also established the junior employment service of the local schools, which cooperates with the United States Department of Labor in the training and placement of junior workers.

During the past year he has directed the local Emergency Education Program. One of the important projects under this program has been a comprehensive survey of Bay Region employment conditions and training needs which he initiated and directed, and plans are under way at the present time for an extension of vocational education in the service occupations based on this survey.

Mr. Mann has been on the staff of the School of Education of the University of California as lecturer in education on the Berkeley campus since 1927 and has served on the summer session faculty of the University of California at Los Angeles. His experience in the vocational field includes the preparation of occupational analyses to determine types of educational courses required for workers in various industrial and commercial fields.

#### **N. P. NEILSON ACCEPTS POSITION AT STANFORD**

N. P. Neilson, Chief of the Division of Health and Physical Education, has resigned from the State Department of Education effective July 21 to accept a position as associate professor in the departments of physical education and education at Stanford University.

Mr. Neilson came to the State Department of Education in 1926, succeeding Dr. Herbert R. Stolz as State Supervisor of Physical Education. As a result of the departmental reorganization in 1929, Mr. Neilson became Chief of the Division of Health and Physical Education.

During the period of Mr. Neilson's leadership, the programs of health and physical education offered in public elementary and secondary schools of California have continued to be ranked among the best in the nation. Through Department of Education publications, conferences of physical education teachers and supervisors, and contacts with schools throughout the state Mr. Neilson's influence has been a major factor in contributing to the excellence of health and physical education programs in the state.

No successor to fill the position left vacant by Mr. Neilson has yet been named.

# **INTERPRETATIONS OF SCHOOL LAW**

## **Attorney General's Opinions**

### **School District Contract With Children of Board Members**

The governing board of a school district may lawfully enter into a contract with an adult child of one of the members of the said board where there is no relationship between such parent and child which would result in the parent's being financially interested in the earnings of the child, School Code sections 2.810 and 2.811 not being applicable.

A contract entered into between the governing board of a school district and the minor child of one of the members of the said board is invalid by reason of School Code section 2.810 and 2.811 and Civil Code sections 196 and 212. (A. G. O. 9373, June 4, 1934)

### **Traveling Expenses of District Employees**

Under the provisions of School Code sections 5.530 and 5.532 the governing board of a high school district may, if in the judgment of the board such action is necessary, send the principal of the high school of the district to Washington, D. C., for the purpose of securing federal aid for the district and may pay the reasonable traveling expenses of the principal; and further, the principal is entitled to his salary during his absence on such trip as fixed in his contract with the governing board of the district.

The traveling expenses incurred by a principal in traveling around the school district in which he is employed at the direction of the governing board thereof for the purpose of electioneering for a proposed bond issue of the district are not a legal charge against the district, School Code sections 5.530 and 5.532 apparently not being applicable. (A. G. O. 9333, June 1, 1934)

## FOR YOUR INFORMATION

### EDUCATIONAL BROADCASTS

#### Education at the Crossroads

The Education at the Crossroads program given every Saturday evening at 7:00 p.m., PST, over station KPO, under the auspices of the California State Department of Education, continues with the following broadcasts:

- July 7—Dr. Lewis P. Crutcher, President, State Board of Education, The Public School and the Public.
- July 14—Mary Lynn, Student, University of California, What the Junior College Did for Me.
- July 21—Dr. J. A. Burkman, State Teachers College Adviser, State Department of Education, Working One's Way Through College.
- July 28—Dr. Ivan R. Waterman, Chief, Division of Textbooks and Publications, State Department of Education, How the State Department of Education Serves the People.

### UNIVERSITY WOMEN'S RESOLUTIONS

The following is a resolution passed by the California Division of the American Association of University Women at its annual convention, in Palo Alto, May 26-27, 1934.

SINCE the California Division of the American Association of University Women has, through Committees in its Branches, made a careful and thoughtful study of certain texts, in history, geography, civics, music, etc., used in the schools of California, with special reference to their probable influence in building for or against international attitudes in conformity with world realities and the developing foreign policy of the United States; and

SINCE a definite and fine tendency to adjust to the needs of an interrelated world has been noted, with many new texts improvements on the old, while it has also been found that some texts in use need enlightened reconsideration from the world relationship point of view;

BE IT RESOLVED by the California Division of the American Association of University Women in thirteenth annual convention at Palo Alto, California, on May 26, 1934,

That the California Division sincerely commends the State Board of Education and the State Superintendent of Schools on the advances being made;

That it earnestly urges constant and profound study of this basically significant problem;

That it pledges its own continuing and cooperative interest and its willingness to be of service in any way possible; and

BE IT FURTHER RESOLVED that copies of this resolution be sent to the State Board of Education, the State Superintendent of Schools, the Assistant State Superintendent of Schools, and the Curriculum Commission.



### VISUAL EDUCATION EXHIBIT AT STATE FAIR

The State Department of Education is arranging for an exhibit of visual aids in education at the California State Fair, which will be held in Sacramento from September 1 to 10, 1934.

Tom J. Ayres, representing the Keystone View Company and the Bell & Howell Company, will aid in setting up the exhibit and will be present with a member of the staff of the State Department of Education to give information to teachers and principals regarding the use of visual aid in modern classroom instruction.

The State Fair offers a fine opportunity for the schools to show the public the achievement of school pupils and should be patronized liberally through exhibits and personal attendance of school people.

A new educational exhibit building is being projected which will afford plenty of space and greater facilities for school exhibits. School administrators are urged to take advantage of this opportunity to place before the public the outstanding achievements of their schools.

### NATIONAL COMMISSION ON YOUTH PROBLEMS PROPOSED

The National Conference on Youth Problems called by United States Commissioner of Education George F. Zook has recommended in its final report the prompt creation by the United States Commissioner of Education of a Continuing Commission on Youth Problems to find, suggest, and support solutions of the various problems of youth. The report recommend that at least one-third of the membership be made up of persons under thirty years of age and that the commission have the services of a full-time secretary in the federal Office of Education.

The report further recommends that a variety of enterprises be carried on such as the preparation of recreation facilities and their management which give opportunity for profitable employment for youth, provide for the utilization of youth in non-remunerative community projects, and make possible fuller participation of youth in community and civic life.

### WHAT IS THE NRA?

The National Recovery Administration announces the publication of a pamphlet entitled, *What is the NRA?*, compiled under the direction of Charles F. Horner, Special Assistant to the Administrator. This publication, prepared in response to a steady demand for a brief but comprehensive account of the enterprise, outlines the reasons for the establishment of the NRA, its aims, methods of work, and what the results have been.

One section discusses the making of fair codes of competition. Every approved NRA code of fair competition is immediately published. Copies are for sale in pamphlet form at five or ten cents each.



This procedure enables the citizen to become informed about the provisions of the code or codes in which he is particularly interested.

The National Recovery Administration has also published *A Guide to Commodities and Services Under Approved Codes of Fair Competition*, which is an index to codes 1 to 375 inclusive. It may be purchased at ten cents a copy.

These publications are available at the prices named (stamps may not be sent) from the Superintendent of Documents, United States Government Printing Office, Washington, D. C.

# PROFESSIONAL LITERATURE

## REVIEWS

FRANK W. HART. *Teachers and Teaching by Ten Thousand High School Seniors.* New York: The Macmillan Company, 1934. 285 pp.

Much has been written on the subject of factors contributing to teaching success and failure. School systems and placement bureaus have devised rating schemes for evaluating teachers' work and candidates for positions. Some of these devices are quite simple and limited to a few general items; others are painfully elaborate and attempt to include all items related to teaching success or failure. In most of the writings on the subject of successful teaching and in most of the devices for rating teachers, scant attention has been given to the reactions of pupils toward their teachers. This neglect seems strange in light of the increased recognition of the importance of interest in learning, the development of textbooks and other instructional materials, and the construction of curricula with pupil interest as a prime consideration.

In the belief that knowledge concerning student likes and dislikes of teachers and teaching offers a key to improvement of the most important element in the learning situation—the teacher, Dr. Hart undertook the study reported in this volume. More than ten thousand high school seniors in sixty-six high schools widely distributed throughout the country were asked to speak freely and frankly about their likes and dislikes in teachers and teaching. Designating the teacher best liked during the pupil's high school experience as "Teacher A," the teacher least liked as "Teacher Z," and the best teacher as "Teacher H," these high school seniors were asked to give their reasons for liking "Teacher A" best, "Teacher Z" the least, and to state how "Teacher Z" differed from "Teacher A" in cases where this teacher was not previously described either as "Teacher A" or "Teacher Z." They were further asked to state the number of their present teachers who were more like "Teacher A" than "Teacher Z," and the number more like "Teacher Z" than "Teacher A." Pupils were asked not to sign their names, and their responses were forwarded directly to the author by a pupil of the group without passing through the hands of a teacher or principal. This assured a frank response and guarded the student against identification or betrayal of confidence. The author allows these young people to speak for themselves by reproducing in the volume 500 statements on "Teacher A," 481 on "Teacher Z," and 121 on "Teacher H." A reading of these statements not only gives insight into the reasons for pupils' likes and dislikes but brings conviction of the sincere purpose motivating the replies. Tabular summaries listing in order of frequencies the reasons for likes and dislikes, and the differences between "Teacher A" and "Teacher H" together with descriptive analyses serve as excellent composite pictures of the three types of teacher as seen through the eyes of those taught.

In brief, "Teacher A" is helpful with school work, cheerful, human, interested in pupils, impartial, patient, sympathetic, knows the subject and how to teach it. "Teacher Z" is cross, sarcastic, not helpful, partial, unreasonable, unfair, and not interested in pupils. "Teacher H" is in four cases out of five also "Teacher A." Where there were differences, "Teacher H" possessed somewhat fewer desirable personal characteristics but was better skilled in directing pupil learning. Approximately three out of very four teachers were found to be more like "Teacher A" than "Teacher Z."

The characterizations of Teachers "A," "Z," and "H" constitute a challenge to every member of the teaching profession to self-improvement. Our students have

fearlessly, courageously analyzed our strengths and weaknesses. Critical self-analysis using as scales or criteria the composite pictures of Teachers "A," "Z," and "H" should aid every one of us to marked improvement in the interests of those whom we serve.

IVAN R. WATERMAN

### CURRENT PUBLICATIONS RECEIVED

BENNETT, THOMAS GORDON. *A Health Program for the Children of a County.* Contributions to Education No. 584. New York: Bureau of Publications, Teachers College, Columbia University, 1933.

*Bulletin of the Association of American Colleges*, Vol. XX, No. 2, May, 1934. Lancaster, Pennsylvania: Association of American Colleges.

CYR, FRANK WILLIAM. *Responsibility for Rural-School Administration.* Contributions to Education No. 576. New York: Bureau of Publications, Teachers College, Columbia University, 1933.

DRISCOLL, GERTRUDE PORTER. *The Developmental Status of the Preschool Child as a Prognosis of Future Development.* Child Development Monographs No. 13. New York: Bureau of Publications, Teachers College, Columbia University, 1933.

FRENCH, WILL. *Promotional Plans in the High School.* Contributions to Education No. 587. New York: Bureau of Publications, Teachers College, Columbia University, 1933.

KEESECKER, WARD W. *The Legal Status of Married Women Teachers.* United States Department of the Interior Office of Education, Pamphlet No. 47. Washington: United States Government Printing Office, 1934.

LONG, FRANK MCKINLEY. *Desirable Physical Facilities for an Activity Program.* Contributions to Education No. 593. New York: Bureau of Publications, Teachers College, Columbia University, 1933.

*Manual of Nursery School Practice.* Bulletin of the State University of Iowa, New Series No. 730, March 10, 1934. Iowa Child Welfare Research Station. Iowa City, Iowa: University of Iowa.

PEARMAN, WILLIAM IRVIN. *Support of State Educational Programs by Dedication of Specific Revenues and by General Revenue Appropriations.* Contributions to Education No. 591. New York: Bureau of Publications, Teachers College, Columbia University, 1933.

PRAY, SOPHIE A., and OTHERS. *Graded Objectives for Teaching Good American Speech.* New York: E. P. Dutton & Co., Inc., 1934.

*Selected References in Education*, 1933. Supplementary Educational Monographs published in conjunction with *The School Review* and *The Elementary School Journal* Number 41, January, 1934. Chicago: The University of Chicago.

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